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ABSTRACT

This catalog, a result of the program of Unesco's Adult Education Division to set up an information system in the field of adult education, contains a print-out of the computer-stored data on the Third World Conference on Adult Education - national reports, working papers, and the final report. A computer-compiled index directs the user to the relevant document through its computer control number. Entries include the following information: country where document originated, computer control number, title, language of original document, and a short annotation. (CT)

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International Bureau of Education
Reference Service 1

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*Catalogue and index to the computer-stored data
and to the SIRE microfiche series relating to*

**The Unesco Third World Conference on
Adult Education**

(Tokyo, 1972)

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Preface

This small catalogue is produced as result of the programme of Unesco's Adult Education Division to set up an information system in the field of adult education. It contains a print-out of the computer-stored data on the Third World Conference on Adult Education (Tokyo, 1972) – the national reports, the working papers and the final report. A computer-compiled index directs the user to the relevant document through its computer control number. In order to ensure that the full texts remain in the public domain, these documents have been recorded in their original languages in the SIRE (Series of International Reports on Education)¹ microfiche service and therefore each item has a cross-reference to its SIRE number.

The catalogue is also an example of the work of the IBE as an international centre of educational documentation and information, i.e., the collection and analysis of documents; indexing for computer storage and retrieval; and recording, when necessary, the full texts of the document on microfiche. At present the Secretariat is processing, in exactly the same manner as the adult education cluster of documents, the materials derived from the 34th Session of the International Conference on Education (Geneva, 1973). Progressively the collection will include the documents relating to all major conferences and meetings which for the most part are devoted to a specific educational theme.

Other categories of computer-generated reference tools are also foreseen in the near future, for example, bibliographies on selected educational subjects and directories of educational institutions.

1. This service will shortly be put on a commercial basis, but in the meantime users wishing to obtain the microfiche should write to either the Adult Education Division (Unesco, Place de Fontenoy, 75700 Paris, France) or to the International Bureau of Education (Palais Wilson, 1211 Geneva 14, Switzerland).

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Catalogue

00001 SIRE/00001

Khmer Republic. Ministère du développement communautaire.
Rapport sur l'éducation des adultes. Phnom-Penh, 1971 18 p.
FREN

Official report from the /Khmer Republic/ for Unesco World Conference on /Adult Education/ emphasizes national development through /functional literacy/ programmes and /agricultural development/ - The report records /literacy campaigns/ sponsored by /volunteers/ from all professional occupations, lists the /national organizations/, /international organizations/ and /agencies/ involved in various programmes such as /rural extension/, /health education/, /agricultural training/ and describes the /administrative organization/ of the ministries which sponsor /basic training/ for /new literates/ and /further training/ for /vocational development/.

00002 SIRE/00002

Italy. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Rome, 1971 14 p. FREN

Official report from /Italy/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for better /social services/, improved /economic status/ of the /rural population/, elimination of /national regional disparities/ and the increase of /literacy/ - The report describes /continuation education/ for those who have not had /lower secondary education/ and the role of centres for /adult reading programmes/. While adult education has separate /administrative organization/ as regards content and financing, a certain /school role/ arises from the use of school teachers for /adult education programmes/. Report lists the /agencies/ and /national organizations/ involved and shows financing which comes largely from /central government aid/. /Free education/ is the rule. /Adult educators/ are teachers who receive /short courses/ of training; /teacher status/ is felt to be a problem.

00003 SIRE/00003

India. Ministry of Education and Social Welfare. Adult education in the context of life-long education: policies and programmes in India. New Delhi, 1971 111 p. ENGL

Continued by 00004

Official report from /India/ for Unesco World Conference on /Adult Education/ describes national /policies/ and /educational strategies/ for the eradication of /illiteracy/ and examines past and future /educational development trends/ which reveal that adult education has not developed satisfactorily - It gives an account of the role of the National Board of Adult Education, which ensures /national interagency coordination/, and its impact on /educational policies/; emphasizes the need for /public support/ and support from voluntary /organizations/ for /literacy programmes/; analyses /international cooperation/ in the form of /exchange programmes/ rather than /bilateral aid/. /Statistical tables/ on illiteracy. /Bibliography/: p. 98-107.

00004 SIRE/00003

India. Ministry of Education and Social Welfare. Adult education in the context of life-long education: policies and programmes in India. New Delhi, 1971 p. 24-75 ENGL

Continuation of 00003

Official report from /India/ for Unesco World Conference on /Adult Education/ gives substantial description of /adult education programmes/ - such as /mass instruction/ of /illiterate adults/ through /literacy campaigns/ especially in /rural areas/, the /agricultural training/ of /farmers/ through /functional literacy/, the education of /unskilled workers/, the role of /colleges/ in /lifelong education/, the organization of independent Polyvalent Adult Education Centres in industrial and /urban areas/, the development of /library services/, the production of /reading materials/, the training of /adult educators/.

00005 SIRE/00004

Japan. Ministry of Education. Social Education Bureau. Reply to questionnaire and report on adult education. Tokyo, 1971 14, 3, 70 p. ENGL

Continued by 00006

Official report from /Japan/ for Unesco World Conference on /Adult Education/ analyses its relationship to national /policies/ the need for it in /social change/, for /social adjustment/ and for the increase of job /skills/ and /vocational development/ and projects /educational policy trends/ - defines adult education as /lifelong education/ and describes the /school role/ which consists of providing /correspondence courses/ in /upper secondary schools/ and /colleges/ and /extension education/; records /out of school education/ sponsored by government /agencies/, /organizations/ and /industry/; deals with /administrative organization/ and /central government aid/ as well as /private financial support/; explains the need for suitable /leadership/ to promote /group activities/ and /recreational activities/ designed especially to foster /political socialization/ and /international understanding/.

00006 SIRE/00004

Japan. Ministry of Education. Social Education Bureau. Reply to questionnaire and report on adult education. Tokyo, 1971 14, 3, 70 p. ENGL

Continuation of 00005

Official report from /Japan/ for Unesco World Conference on /Adult Education/ describes /adult education programmes/ sponsored by /agencies/ and /national organizations/ - The programmes include /technical assistance/ for developing countries and /inservice teacher education/ at the national level. They emphasize /individual study/ and group study and are implemented through extensive use of /educational television/, /educational radio/ and the provision of /educational facilities/. /Statistical tables/ include data on /population distribution/ and /learning activities/, educational facilities, /expenditures/ and /personnel data/.

00007 SIRE/00005

Guyana. National Commission for Unesco. Reply to questionnaire on adult education. Georgetown, 1971 6 p. ENGL

Official report from /Guyana/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ aiming at /racial integration/, /community development/ and the expansion of /cooperatives/ - The report indicates progress in the construction of /educational facilities/ and growth in the number of /skilled workers/; lists the /agencies/ and /national organizations/ involved in /adult education programmes/, coordinated by the Adult Education Association, a non-governmental body. Details are given of /financial support/ for adult education. To meet /teacher shortage/, /short courses/ are provided for various categories of adult educators.

00008 SIRE/00006

Singapore. National Commission for Unesco. Reply to questionnaire and report on adult education. Singapore, 1971 17, 19 p. ENGL

Official report from /Singapore/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for nation building and economic development, describes the range of /educational provision/ and projects /educational policy trends/ - The report gives a definition of adult education and lists the /agencies/ and /national organizations/ active in the field for which /programme coordination/ is provided by an Adult Education Board. It describes the /educational administration/ and financing of /adult education programmes/ with /central government aid/ and /private financial support/. Among programmes of note are those in /language instruction/ to meet the problems of /multilingualism/, /leadership training/, /vocational education/ and /vocational development/ of adults, and /inservice teacher education/. Extensive use is made of educational technology, especially /educational television/.

00009 SIRE/00007

Germany FR. National Commission for Unesco. Reply to questionnaire on adult education. Bonn, 1971 20, 13 p. ENGL

Contains also a reply to the questionnaire by the Deutscher Volksschul-Verband

Official report from /Germany FR/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for the development of /equal education/, active /citizenship/ and /social integration/ and summarizes the range of /educational provision/ - The idea of /lifelong education/ is related to /social policies/ such as the development of /bilingualism/ designed to promote European and /international understanding/, reforms in /rural areas/, and /educational opportunities/ for /disadvantaged groups/. The report enumerates the /central educational agencies/ and /national organizations/ which are responsible for the /administrative organization/ and sponsor /adult education programmes/; records the /school role/ in adult education; lists /central government aid/ and /financial support/ from /provincial departments of education/ and /expenditures/ including /bilateral aid/. /Multimedia instruction/ combining /educational television/, /educational radio/ and /correspondence courses/ is provided and leads to /certification/.

00010 SIRE/00008

Ghana. Working Committee on Adult Education. Reply to questionnaire on adult education. Accra, 1971 14 p. ENGL

Official report from /Ghana/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for /community development/, /rural development/, /family planning/ and the promotion of active /citizenship/ - emphasizes that, although mass impact is needed, the /individual development/ of adults is essential. The report lists the /agencies/ and /national organizations/ involved in adult education, describes /central government aid/ and insists on the need for training of /adult educators/. /Statistical tables/ on /enrolment/ and /dropout rate/ in different types of courses.

00011 SIRE/00009

Gabon. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Libreville, 1971 4 p. FRE

Official report from /Gabon/ for Unesco World Conference on /Adult Education/ for the promotion of national /policies/ - describes /administrative organization/ of adult education, financial support and gives information about /literacy programmes/.

00012 SIRE/00010

Lebanon. Ministère du travail et des affaires sociales. Comité national de lutte contre l'analphabétisme. Réponse au questionnaire sur l'éducation des adultes. Beyrouth, 1971 6 p.

FREN

Official report from /Lebanon/ for Unesco World Conference on /Adult Education/ describes efforts for the eradication of /illiteracy/, emphasizes the importance of /vocational training/ and /further training/ for /workers/ - The report describes the role played and the /central government aid/ provided by the Ministry of Labour and Social Affairs.

00013 SIRE/00011

Kuwait. Ministry of Education. Adult Education Division. Reply to questionnaire on adult education. Kuwait, 1971 4 p. ENGL

Official report from /Kuwait/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/, such as the eradication of /illiteracy/ and the development of /adult education programmes/ - The report describes the /administrative organization/ of the Ministry of Education, the sole responsible body for adult education providing /central government aid/; records the division of adult education into /literacy/, intermediate and secondary stage, the /school role/ played in the two latter stages, and gives information on /bilateral aid/ offered to /Arab Countries/. /Adult educators/ are usually school teachers who receive extra remuneration.

00014 SIRE/00012

Korea R. National Commission for Unesco. Reply to questionnaire on adult education. Seoul, 1971 13 p. ENGL

Official report from /Korea R/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for the development of social welfare - The report records a lack of /programme coordination/ between the different /agencies/ and /national organizations/ involved in adult education and lists such organizations.

00015 SIRE/00013

Hungary. National Commission for Unesco. Réponse au questionnaire et rapport sur l'éducation des adultes. Budapest, 1971 34, 53 p. FREN

Continued by 00016

Official report from /Hungary/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially through the development of /equal education/ by means of /continuation education/ - The report records the importance of the /school role/ in one sector of the adult education system, where /evening classes/ and /correspondence courses/ lead to the same /certification/ as primary and secondary schools. Closer adaptation to the needs of adults is seen as a problem. School teachers work also as /adult educators/. Information is given on /educational leave/ and /admission requirements/ for these courses. In the other sector there is provision of /inservice courses/ for /vocational development/ for which /released time/ is accorded. Efforts are being made to increase the link between the /continuing education centres/ and the formal school system.

00016 SIRE/00013

Hungary. National Commission for Unesco. Réponse au questionnaire et rapport sur l'éducation des adultes. Budapest, 1971 34, 53 p. FREN

Continuation of 00015

Official report from /Hungary/ for Unesco World Conference on /Adult Education/ in the light of /lifelong education/ - describes /adult education programmes/ such as training in /cooperatives/, /political education/ for /political socialization/, /parent education/, /health education/, /modern language instruction/, /cultural activities/ and activities aimed at popularization of science; records the role of /educational television/ and /educational radio/ for /music appreciation/ and /literature appreciation/. The report describes the /administrative organization/ of the /agencies/, /national organizations/ and /trade unions/ involved in adult education and the /financial support/ provided. It concludes with propositions for /international cooperation/ in this field.

00017 SIRE/00014

Liberia. Ministry of Education. Reply to questionnaire on adult education and appendix on "Literacy work in Liberia". Monrovia, 1971 4, 4 p. ENGL

Official report from /Liberia/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for the eradication of /illiteracy/ and /community development/ - The report records the /school role/ in adult education; enumerates the /national organizations/ participating in adult education; gives data on /central government aid/; lists training courses for /adult educators/. Appendix gives substantial information on two /literacy programmes/.

00018 SIRE/00015

Laos. Ministère des affaires rurales. Commissariat général aux affaires rurales. Réponse au questionnaire sur l'éducation des adultes et rapport sur "L'éducation des adultes dans le développement communautaire en milieu rural au Laos". Vientiane, 1971 7, 10, 7 p. FREN

Official report from /Laos/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for /rural development/, economic development and /rural extension/ - describes /national regional cooperation/ carried out by the Commission for Rural Affairs which promotes /community development/ and prepares /community programmes/. /Adult education programmes/ are designed to motivate /farmers/ of a traditional /cultural background/.

00019 SIRE/00016

Malagasy R. Secrétariat d'Etat chargé de l'animation rurale et de la coopération. Commissariat à l'animation rurale. Réponse au questionnaire sur l'éducation des adultes. Tananarive, 1971 5 p. FREN

Official report from /Malagasy R/ for Unesco World Conference on /Adult Education/ lists national /policies/ - The report emphasizes the importance of /functional literacy/ programmes especially for /rural development/.

00020 SIRE/00017

Mauritania. Ministère de l'enseignement fondamental et des affaires religieuses. Service de l'éducation des adultes. Perspectives et réflexions sur la structure et le programme de l'éducation des adultes en Mauritanie. Nouakchott, 1971 4 p. FREN

Official report from /Mauritania/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for the eradication of /illiteracy/ and the development of /functional literacy/ programmes.

00021 SIRE/00018

Mali. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Bamako, 1971 4 p. FREN

Official report from /Mali/ for Unesco World Conference on /Adult Education/ lists national /policies/ - The report lists the /agencies/ responsible for the organization and financing of adult education and records the methods used for /functional literacy/.

00022 SIRE/00019

Libya. National Commission for Unesco. Reply to questionnaire on adult education. Tripoli, 1971 3, 15 p. ENGL

Official report from /Libya/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for the eradication of /illiteracy/ and examines /educational development trends/ - The report records measures to spread /compulsory education/ and compulsory /literacy classes/ and describes /literacy programmes/ and /adult education programmes/ which include /continuation education/, /basic training/, /further training/ for /vocational development/ and /cultural activities/. Information is given on the /administrative organization/ of the /agencies/ involved in adult education. The report also evaluates obstacles encountered in adult education.

00023 SIRE/00055

Trinidad and Tobago. Ministry of Education and Culture. Reply to questionnaire on adult education. Port of Spain, 1971 7 p. ENGL

Official report from /Trinidad and Tobago/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ - It lists /agencies/ and /organizations/ involved in adult education and the training of /adult educators/ and gives data on /central government aid/.

00024 SIRE/00056

Netherlands. National Commission for Unesco. Reply to questionnaire on adult education. The Hague, 1971 14 p. ENGL

Official report from the /Netherlands/ for Unesco World Conference on /Adult Education/ in the light of /social change/ and /lifelong education/. - Adult education is organized separately from formal education but there is a need for horizontal and vertical integration as well as consolidation of existing institutions. The report stresses the importance of /continuing education centres/ such as the Dutch Centre of Adult Education which aims at /educational coordination/. Training of /adult educators/ is provided mainly for social work.

00025 SIRE/00057

Turkey. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Ankara, 1971 5 p. FREN

Official report from /Turkey/ for Unesco World Conference on /Adult Education/ in relation to national /policies/. - It lists /agencies/ and /national organizations/ sponsoring /literacy/ courses and /basic training/ and provides /statistical tables/ on /adult education programmes/.

00026 SIRE/00058

Jordan. Ministry of Education. Reply to questionnaire and report on adult education. Amman, 1971 24, 45 p. ENGL

Official report from /Jordan/ for Unesco World Conference on /Adult Education/ outlines its relationship to national /policies/ mainly for /manpower development/, /agricultural development/ and eradication of /illiteracy/. - The report gives detailed information on the /adult education programmes/ of the different /agencies/ such as /literacy programmes/, /health education/, /inservice courses/ for workers in industry, /rural extension/, radio and television programmes and /youth clubs/ providing physical and /cultural activities/. A /functional literacy/ project is planned in collaboration with /ASFEC/. Many of these programmes benefit from /multilateral aid/, like the technical assistance programme for /inservice teacher education/ supported by /UNICEF/ and of which an extensive account is given. /Inservice education/ for /administrative workers/ is offered at the Public Administration Institute. A training institute for /cooperatives/ was created in 1963. Centres for vocational /girls schooling/ are run by /WCA. Appendixes contain /educational legislation/.

00027 SIRE/00059

Ukrainian SSR. National Commission for Unesco. Otvét na voprosnik po obucheniju vzroslykh. Kiev, 1971 13 p. RUSS

Official report from /Ukrainian SSR/ for Unesco World Conference on /Adult Education/ in relation to universal /secondary education/. - This goal is to be achieved by the provision of /continuation education/ by /correspondence courses/ and /evening courses/ for which /released time/ is accorded. The report describes /educational organization/ of adult education which is integrated into the school system. /Adult educators/ have university training, compulsory courses for /teacher improvement/ are planned.

00026 SIRE/00060

Ecuador. Ministerio de educación pública. Departamento de educación de adultos. Respuesta al cuestionario e informe sobre educación de adultos. Quito, 1971 132 p. SPAN

Official report from /Ecuador/ to Unesco World Conference on /Adult Education/ describes national /policies/ and corresponding /educational aims/ for the adult sector - It lists the /agencies/ and /organizations/ and sets out the /administrative organization/ of adult education. Priority is given to /literacy campaigns/ in which a /UNESCO/ supported pilot project for /functional literacy/ forms an important part. The report gives /statistical tables/ on literacy and /enrolment/ in the various programmes.

00029 SIRE/00061

Guatemala. National Commission for Unesco. Respuesta al cuestionario sobre educación de adultos. Guatemala, 1972 27 p.

SPAN

Official report from /Guatemala/ to Unesco World Conference on /Adult Education/ sets out /educational aims/ for this sector - and lists the /agencies/ responsible for providing adult education. The main efforts lie in /literacy programmes/, /vocational education/ and /rural development/. Various /audiovisual aids/ are used, but a literacy campaign based on /educational television/ has not been successful.

00030 SIRE/00062

Honduras. Ministerio de educación pública. Dirección general de alfabetización y educación de adultos. Informes y respuestas al cuestionario sobre educación de adultos. Tegucigalpa, 1971 61 p.

SPAN

Official report from /Honduras/ to Unesco World Conference on /Adult Education/ provides background material on /population trends/ and /educational policy trends/ - explaining that the main /educational aims/ in the adult sector are to provide /literacy programmes/ and compensatory /primary education/. Detailed reports are added on government activities in /community development/ and in /vocational education/ for adults. A private organization provides /educational radio/ programmes for adults.

00031 SIRE/00063

Dominican Republic. Secretaría de Estado de educación, bellas artes y cultos. Dirección general de educación de adultos. Respuesta al cuestionario sobre educación de adultos. Santo Domingo, 1971 4 p. SPAN

Official report from /Dominican Republic/ for Unesco World Conference on /Adult Education/ - gives particulars of /literacy programmes/ which are conceived as parallel to /primary education/ and are now extended to programmes for /rural development/.

00032 SIRE/00064

Colombia. Ministerio de educación nacional. Respuesta al cuestionario sobre educación de adultos. Bogotá, 1971 16 p. SPAN

Official report from /Colombia/ for Unesco World Conference on /Adult Education/ outlines national /policies/ which establish /educational aims/ in this area - The /adult education programmes/ are directed mainly to functional /primary education/ and to /vocational education/. Statistics are given on /financial support/ and /enrolment/.

00033 SIRE/00065

Paraguay. Dirección general de alfabetización y educación de adultos. Respuesta al cuestionario e informe sobre educación de adultos. Asunción, 1971 31 p. SPAN

Official report by /Paraguay/ to Unesco World Conference on /Adult Education/ describes /educational aims/ - and the programmes directed to /functional literacy/, /rural development/ and /vocational education/. Details are given of /financial support/ and of /teacher education/ for /adult educators/.

00034 SIRE/00066

Spain. National Commission for Unesco. Respuesta al cuestionario sobre educación de adultos. Madrid, 1971 5 p. SPAN

Official report from /Spain/ to Unesco World Conference on /Adult Education/ - outlines /educational aims/ and describes the provision of /adult education programmes/ of wide range.

00035 SIRE/00067

Venezuela. Ministerio de educación. División de educación de adultos. Respuesta al cuestionario e informe sobre educación de adultos. Caracas, 1972 20, 24 p. SPAN

Official report from /Venezuela/ for Unesco World Conference on /Adult Education/ describes /policies/ and current /national planning/ in regard to adult education - It sets out pertinent /educational legislation/ and describes the /administrative organization/ of the /agencies/ and /organizations/ active in this field. /Adult education programmes/ are directed mainly to /literacy/, to /vocational education/ for young people and adults and to activities connected with /rural development/. Detailed figures are given on /financial support/ for adult education. In the training of /adult educators/ the /regional programmes/ of the CREA (Regional Centre for Adult Education) are briefly analysed.

00036 SIRE/00068

Panama. Ministerio de educación. Dirección nacional de alfabetización y educación de adultos. Respuesta al cuestionario sobre educación de adultos. Panama, 1971 16, 16, 7 p. SPAN

Official report from /Panama/ for Unesco World Conference on /Adult Education/ describes /literacy programmes/ and courses at /primary education/ level - provided essentially by /agencies/ with the /Ministry of Education/ playing the main role. Details are given of /teacher education/ courses for /adult educators/, the content dealing in part with /population problems/.

00037 SIRE/00020

Norway. National Commission for Unesco. Reply to questionnaire and report on adult education. Oslo, 1971 20, 88 p., 5 annexes
ENGL

Continued by 00038

Official report from /Norway/ for Unesco World Conference on /Adult Education/ outlines the context of national /policies/ and the goal of /equal education/ - The report describes /educational administration/, /central provincial relationship/ and the responsibilities of central, provincial and /local education authorities/. /National interagency coordination/ is ensured by the Adult Education Council. The report outlines /administrative organization/ of the /Ministry of Education/, provides financial data and comments on the role of voluntary /organizations/. There is a close link between the organizations and the schools providing /correspondence courses/, /evening classes/ and the /continuing education centres/. A high priority has been given to /retraining/ in accordance with /manpower needs/. An agreement between the /Employers/ Federation and the Federation of /Trade Unions/ foresees the creation of a fund for financing adult education in industry.

00038 SIRE/00020

Norway. National Commission for Unesco. Reply to questionnaire and report on adult education. Oslo, 1971 20, 88 p., 5 annexes
ENGL

Continuation of 00037

Official report from /Norway/ for Unesco World Conference on /Adult Education/ in the light of /lifelong education/ - describes /educational organization/ where an important /school role/ arises from the fact that part of adult education parallels the school system and leads to the same /certification/. District /colleges/ were started experimentally as an alternative to university. Information is given on /university extension/. The other type of adult education aims at /vocational development/ and includes /basic training/, /further training/ and /inservice courses/; it is provided by the public sector and /industry/. The report describes /leadership training/ and /management education/ for industry and the civil service. Teaching methods consist of /multimedia instruction/, /audiovisual instruction/, etc., but there is a need for more suitable materials for adults. The State Technological Institute is conducting /educational experiments/ with /video tape recordings/. The report comments on the training of /adult educators/ and /adult leaders/ and the proposed creation of an /educational research/ centre for adult education.

00039 SIRE/00021

Qatar. National Commission for Unesco. Reply to questionnaire on adult education. Doha, 1971 3, 3 p. ENGL

Official report from /Qatar/ for Unesco World Conference on /Adult Education/ - describes the /school role/ in providing formal education for adults and the /literacy classes/ supported by /central government aid/. Appendixes give data on /evening classes/, literacy classes and /enrolment/.

00040 SIRE/00022

Zaire. Ministère de l'éducation. De l'éducation des adultes en République démocratique du Congo, 1960-71. Kinshasa, 1971 9 p.
FREN

Official report from /Zaire/ for Unesco World Conference on /Adult Education/ - describes the /educational history/ of Zaire; emphasizes the need for eradication of /illiteracy/; lists the /agencies/ and /national organizations/ involved in adult education; describes the content of their /adult education programmes/.

00041 SIRE/00023

UK. Department of Education and Science. Developments in adult education in the United Kingdom 1960-70 and some points to the future: report of the Department of Education and Science and replies to questionnaire from different sources. London, 1971 134 p. ENGL

Continued by 00042

Official report from /UK/ for Unesco World Conference on /Adult Education/ defines adult education as /general education/ in the light of /lifelong education/ for the purpose of /individual development/ especially during /leisure/ time - As the /commission report/ of the Advisory Committee on Adult Education will be issued in 1973, this report simply summarizes recent developments. /Adult education programmes/ are determined in close /school community cooperation/. Provision is made for /evening classes/ which are mainly of a non-vocational character and for /continuation education/. The report also relates the role of /cultural centres/, the provision of /workers education/ and the introduction of /urban extension/ programmes. Efforts are being made to increase the number of full-time /adult educators/ and to provide /inservice courses/ for part-time teachers. Appendixes give data on /open colleges/ and /community schools/.

00042 SIRE/00023

UK. Department of Education and Science. Developments in adult education in the United Kingdom 1960-70 and some points to the future: report of the Department of Education and Science and replies to questionnaire from different sources. London, 1971 134 p. ENGL

Continuation of 00041

Official report from /UK/ for Unesco World Conference on /Adult Education/ describes /educational administration/ and the role of /local education authorities/, /workers education/ associations and /university extension/ programmes - which benefit from /central government aid/ and points out the difference of /administrative structure/ of adult education in Scotland. In Northern Ireland the recommendations of the /commission report/ on adult education are being implemented, the most important one being the division of adult education classes into university and non-university level.

00043 SIRE/00024

Vietnam R. Ministère de l'éducation. Réponse au questionnaire et rapport sur l'éducation des adultes. Saigon, 1971 4, 5 p. FREN

Official report from /Vietnam R/ for Unesco World Conference on /Adult Education/ emphasizes the need for the eradication of /illiteracy/ and describes various /literacy campaigns/ that have been launched - The report evaluates the contribution of adult education to national development; lists /national organizations/ involved in adult education, and gives data on /financial support/; enumerates /adult education programmes/, describes training possibilities for /adult educators/, and records the need for multilateral aid.

00044 SIRE/00025

Kenya. National Commission for Unesco. Report on adult education Nairobi, 1971 40 p., 3 annexes ENGL

Continued by 00045

Official report from /Kenya/ for Unesco World Conference on /Adult Education/ provides a background on the /political issues/ and describes the range of /educational provision/ - The report describes /educational organization/ and outlines the /administrative organization/ of /agencies/, /educational institutions/ and /organizations/ which sponsor /adult education programmes/. /National interagency coordination/ is ensured by the Board of Adult Education. The report examines the role of /local government/ and /religious institution role/ and gives information on /financial support/ and /central government aid/. The report points out the importance of /agricultural training/ centres, /vocational training centres/ and polytechnics and /youth/ centres for school leavers. The report recommends to make fuller use of /mass media/, especially /radio/. Efforts are made to meet /teacher shortage/.

00045 SIRE/00025

Kenya. National Commission for Unesco. Report on adult education Nairobi, 1971 40 p., 3 annexes ENGL

Continuation of 00044

Official report from /Kenya/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for /economic development/, /community development/ and accelerated /rural development/. The report emphasizes the role of the /national language/ for /national integration/. The Africanization of trade increases /manpower needs/ which started the development of /industrial education/ and /vocational education/. The report examines the importance of /functional literacy/ programmes, /correspondence courses/, /library services/ and /rural education/ centres in rural communities. /Bibliography/ in appendix.

00046 SIRE/00031

Poland. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Varsovie, 1971 20 p. FREN

Official report from /Poland/ for Unesco World Conference on /Adult Education/ sets out /educational goals/ resulting from national /policies/ for /economic development/ and socio-cultural progress - /Inservice education/ and periodical /refresher courses/ are mandatory for managerial staff, /skill development/ is emphasized for workers and /agricultural education/ for farmers. The report lists /national organizations/ involved in adult education and gives information on /financial support/. /Evening classes/ and /correspondence courses/ are offered at all levels, and study is facilitated by /released time/ and /educational leave/. Formal adult education is integrated with the school system, and /educational administration/ of these adult schools is distinct from that of /vocational schools/ for workers. Extensive use is made of /educational television/ for /modern language instruction/ and of /instructional television/ for /technical education/. /Technical assistance/ is offered to some countries. /Adult educators/ are trained by /inservice teacher education/.

00047 SIRE/00032

Togo. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Lomé, 1971 9 p. FREN

Official report from /Togo/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ especially for /rural development/, the expansion of agricultural production and the national increase of /functional literacy/ - /Literacy programmes/ are linked to /national regional programmes/. The report lists the /agencies/, /religious institutions/, etc. involved in adult education. The major financial resource is /central government aid/. Considerable use is made of /educational radio/. Information is given on training of /adult educators/.

00048 SIRE/00033

Saudi Arabia. National Commission for Unesco. Reply to questionnaire on adult education. Riyadh, 1971 3 p. ENGL

Official report from /Saudi Arabia/ for Unesco World Conference on /Adult Education/ - Adult education is closely related to agrarian reform and land settlement and to the eradication of /illiteracy/ for which a nationwide /literacy campaigns/ is planned.

00049 SIRE/00034

Philippines. National Commission for Unesco. Reply to the questionnaire on adult education. Manila, 1971 4 p. ENGL

Official report from the /Philippines/ for Unesco World Conference on /Adult Education/ describes national /policies/ - by which public schools are converted into /community schools/ for /community development/. The report lists /agencies/ and /national organizations/ involved in adult education, especially in /literacy programmes/, and records the possibility of /continuation education/ for /dropouts/ in rural areas to pursue /secondary education/ in /evening classes/.

00050 SIRE/00035

Argentina. Ministerio de cultura y educación. Dirección nacional de educación del adulto. Informe final de la reunión preparatoria . Buenos Aires, 1971 19 p., 2 annexes SPAN

Official report from /Argentina/ for Unesco World Conference on /Adult Education/ sets out goals such as national development to which adult education contributes - It records that the 1965 /literacy campaigns/ has been followed up by national /adult education programmes/ and possibilities of /vocational training/ offered by enterprises; lists /agencies/ involved in adult education; indicates /financial support/ and the proportion of /central government aid/ which is also allocated to private activities. There is need for a stronger /government role/ for the promotion of adult education. To overcome /teacher shortage/ priority should be given to teacher training. The report includes the /teacher education curriculum/ for technicians who become /adult educators/.

00051 SIRE/00036

Upper Volta. Ministère de l'éducation nationale et de la culture . Rapport sur l'éducation des adultes. Ouagadougou, 1971 57 p. FREN

Official report from /Upper Volta/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ which set eradication of /illiteracy/ and the development of /rural education/ as priorities - defines /educational goals/ which include basic education for everyone and /functional literacy/, proposes the reconstructing of the /administrative organization/ at national and regional level and better /national interagency coordination/. The report describes /pilot projects/ to expand /womens education/, lists /agencies/ and /national organizations/ providing /adult education programmes/ and /literacy classes/ run by /volunteers/. There is need for /agricultural training/ and /rural extension/ to recycle farmers of a traditional /cultural background/. The text contains /statistical tables/ on /population trends/, /enrolment/ and /salaries/.

00052 SIRE/00037

Afghanistan. National Commission for Unesco. Reply to questionnaire on adult education. Kabul, 1971 7 p. ENGL

Official report from /Afghanistan/ for Unesco World Conference on /Adult Education/ sets out national /policies/ - It describes efforts in /functional literacy/ for improving /womens education/, /vocational education/ and /rural extension/, lists /agencies/ and /national organizations/ involved in adult education. Financing is usually provided by /central government aid/.

00053 SIRE/00038

Sudan. Ministry of Education. Reply to questionnaire and report on adult education. Khartoum, 1971 8, 11, 3 p. ENGL

Official report from /Sudan/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ mainly for the eradication of /illiteracy/ - emphasizes the close link between /literacy/ and /community development/ and describes the /educational legislation/ on literacy now under way. The report gives /statistical tables/ on the development of /literacy classes/ and other /adult education programmes/ in the last ten years as well as on /financial support/. /Adult educators/ and /community leaders/ are trained at the National Community Development Training Centre. A description of the /university extension/ programme of the University of Khartoum is provided.

00054 SIRE/00026

Malta. Education Office. Reply to questionnaire on adult education. Valetta, 1971 6 p. ENGL

Official report from /Malta/ for Unesco World Conference on /Adult Education/ stresses the importance of /vocational education/ for economic development - emphasizes the need for /further training/ for expansion of /industry/; lists /national organizations/ and /agencies/ offering /inservice courses/; describes the /school role/ in providing /continuation education/, /central government aid/, and training programmes for /adult educators/.

00055 SIRE/00027

Akademija pedagogicheskikh nauk SSSR. Otvet na voprosnik po obrazovaniju vzroslykh. Moskva, 1971 20 p. RUSS

Official report from the /USSR/ for Unesco World Conference on /Adult Education/ outlines /educational goals/ and /educational provision/ - such as /inservice education/ through /refresher courses/, /university extension/ and /evening classes/ and /correspondence courses/ at /secondary education/ level. The report emphasizes the /school role/ in meeting the demands of adults for /general education/. Workers are granted /released time/ for their studies and /educational leave/ during exams. Information is given on the use of /leisure/ time. The report describes /educational administration/ of formal adult education and of /out of school education/ for adults and children sponsored by State institutions and /national organizations/. Considerable use is made of /educational television/ and /educational radio/. Information on /media research/ and application is published. /Adult educators/ are school teachers who have received special courses.

00056 SIRE/00028

Niger. Ministère de l'éducation nationale. Service de l'alphabétisation et éducation des adultes. Réponse au questionnaire sur l'éducation des adultes. Niamey, 1971 6 p. FREN

Official report from /Niger/ for Unesco World Conference on /Adult Education/ emphasizes the need for /rural development/ and for /functional literacy/ projects - lists /agencies/ responsible for adult education programmes and gives data on /central government aid/.

00057 SIRE/00029
Nepal. National Commission for Unesco. Reply to questionnaire on adult education. Katmandu, 1971 4 p. ENGL

Official report from /Nepal/ for Unesco World Conference on /Adult Education/ emphasizes the need for /literacy/ training and /community development/ - Present provisions mainly take the form of /literacy classes/. The report describes /educational development/ at the primary, secondary and higher levels; describes /teacher education/, financing of adult education from /central government aid/; evaluates problems of adult education; and outlines new educational objectives.

00058 SIRE/00030
Nicaragua. National Commission for Unesco. Contestación al cuestionario sobre educación de adultos. Managua, 1971 6 p. SPAN

Official report from /Nicaragua/ for Unesco World Conference on /Adult Education/ lists national /policies/ - describes the /school role/ and gives data on /central government aid/, lists /agencies/ and /adult education programmes/. /Teacher shortage/ results from lack of appropriate training courses.

00059 SIRE/00039
Sri Lanka. Ministry of Education. Reply to questionnaire and report on adult education. Colombo, 1971 2, 20 p. ENGL

Official report from /Sri Lanka/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ especially for /rural development/ - The report describes how adult education is being extended to /lifelong education/ through the implementation of a /workers education/ programme provided by /university extension/. To strive against /youth unemployment/, /basic training/ programmes are offered to school leavers who received only general schooling. /Literacy programmes/ fall under the responsibility of the Ministry of Education, those linked to /community development/ under the Department of Rural Development, which has introduced the training of /community leaders/. The report describes the impact of the adoption of Sinhala as /national language/ and the promotion it received through mass media. The appendix contains information on /pilot projects/ for community development conducted by the University of Ceylon.

00060 SIRE/00040
Central African Republic. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Bangui, 1971 5 p. FREN

Official report from the /Central African Republic/ for Unesco World Conference on /Adult Education/ - The report describes adult education in relation to development and the eradication of /illiteracy/.

00061 SIRE/00041

Bulgaria. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Sofia, 1971 5 p. FREN

Official report from /Bulgaria/ for Unesco World Conference on /Adult Education/ outlines as basic goals /equal education/ and meeting /manpower needs/ - Adult education is at present organized separately as regards content and administration though certain /evening classes/ and /correspondence courses/ are provided jointly with those for youth. The /comprehensive secondary schools/ foreseen by the educational reform will also be attended by adults. To workers pursuing their education /released time/ is accorded.

00062 SIRE/00042

Byelorussian SSR. National Commission for Unesco. Otvét na voprosnik po obucheniju vzroslyh. Minsk, 1971 12 p. RUSS

Official report from /Byelorussian SSR/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ - The report records the contribution of education to /economic development/ and describes /educational organization/ of adult education which is provided in /evening classes/ and by /correspondence courses/ offering general /secondary education/ and /vocational education/. Along with efforts to increase /educational provision/, /released time/ and /study leave/ are legally granted. The report outlines /financial support/. Most /adult educators/ have university education and a long pedagogical experience, and /teacher improvement/ in various subject areas is provided.

00063 SIRE/00043

Ethiopia. Ministry of Education and Fine Arts. Reply to the questionnaire on adult education. Addis Ababa, 1971 10 p. ENGL

Official report from /Ethiopia/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ especially rural development - There are 3 types of adult education embracing /continuation education/ offered at all levels and financed mainly by /fees/; government supported /literacy programmes/ in the /national language/ aiming at national integration; and /functional literacy/ programmes. The report lists /agencies/ and /national organizations/ participating in the programmes and gives data on /financial support/. /University extension/ provides training for middle and high level personnel. /Adult educators/ consist of school teachers, student teachers and volunteers who receive special courses.

00064 SIRE/00044

Cyprus. National Commission for Unesco. Reply to the questionnaire on adult education. Nicosia, 1971 8 p. ENGL

Official report from /Cyprus/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ which aim at the improvement of the living standard and at /manpower development/ - The report lists /agencies/ and voluntary /organizations/ involved in adult education, gives data on /central government aid/ and enumerates /continuing education centres/ providing /basic training/ and /vocational education/. General /secondary education/ is offered in /evening classes/.

00065 SIRE/00045
Nigeria. National Commission for Unesco. Reply to questionnaire and report on adult education. Lagos, 1971 8, 12 p. ENGL
Official report from /Nigeria/ for Unesco World Conference on /Adult Education/ describes adult education in relation to national /policies/ - The report outlines /educational development trends/ mainly in the field of /functional literacy/, /womens education/ and /university extension/ and lists /agencies/ involved in adult education. The need for /manpower development/ has led to the creation of the Industrial Training Fund. The report expresses the need for more suitable /reading materials/ for adults.

00066 SIRE/00046
Bhutan. National Commission for Unesco. Reply to questionnaire on adult education. Thimbu, 1971 3 p. ENGL
Official report from /Bhutan/ for Unesco World Conference on /Adult Education/.

00067 SIRE/00047
Burma. National Commission for Unesco. Reply to questionnaire on adult education. Rangoon, 1971 16 p. ENGL
Official report from /Burma/ for Unesco World Conference on /Adult Education/ outlines national /policies/ for socialism, especially the eradication of /illiteracy/ - Because of industrialization, /functional literacy/ and /basic training/ are given priority. The report describes /university extension/ which has led to the creation of a workers college. It has been found that the best /teaching method/ for /literacy/ was /phonics/, and a special textbook has been developed for this purpose. A great number of trained /adult educators/ have been employed for the literacy campaign; part-time teachers consist mainly of /volunteers/.

00068 SIRE/00048
Burundi. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Bujumbura, 1971 2 p. FREN
Official report from /Burundi/ for Unesco World Conference on /Adult Education/ - The report relates the /religious institution role/ in the past and the only recent creation of a civil agency in charge of /functional literacy/ and lists other /agencies/ participating in adult education.

00069 SIRE/00049
St. Lucia. National Commission for Unesco. Reply to questionnaire on adult education. Castries, 1971 5 p. ENGL
Official report from the /West Indies Associated States/ for Unesco World Conference on /Adult Education/ in relation to national /policies/. - The report emphasizes the need for /mass instruction/, /community development/ and /literacy/ training.

00070 SIRE/00050

Bolivia. Dirección de planeamiento educativo. Respuesta al cuestionario sobre educación de adultos. La Paz, 1971 11 p. SPAN

Official report from /Bolivia/ for Unesco World Conference on /Adult Education/ describes the relationship of adult education to national /policies/ mainly for the eradication of /illiteracy/. The report states that adult education is limited to /literacy programmes/, lists /agencies/ and /organizations/ which organize /literacy classes/ and promote /educational radio/ and gives data on /central government aid/ and /private financial support/. /Adult educators/ and /volunteers/ for literacy work are trained mainly by /vacation courses/.

00071 SIRE/00051

Australia. National Commission for Unesco. Reply to questionnaire and report on adult education. Canberra, 1971 5, 4, 7 p. ENGL

Official report from /Australia/ for Unesco World Conference on /Adult Education/ relates past and future /educational development trends/. - describes the /college role/ in /adult education programmes/ and the provision of /university extension/ which it is felt could be developed more fully by using the colleges of advanced education for /lifelong education/ purposes. The appointment of full-time /principals/ and the introduction of /optional courses/ in adult education at university level are further steps taken for the promotion of adult education. The policy is set by the /provincial departments of education/; central government aid is allocated to the Australian Association of Adult Education, which ensures /national interagency coordination/, and to /migrant education/. An important role is played by /organizations/. The report records an acute lack of financial resources which results in limited /educational provision/.

00072 SIRE/00052

Austria. Bundesministerium für Unterricht und Kunst. Reply to questionnaire and report on adult education. Vienna, 1971 16, 12 p. ENGL

Official report from /Austria/ for Unesco World Conference on /Adult Education/ states that it contributes to economic development and full employment by increasing /mobility/. The report enumerates /adult education programmes/ relating to /political socialization/, /environmental education/, /consumer education/, /parent education/ and describes the development of /vocational education/ including /further training/, /retraining/ and professional training in industry and administration. /Continuation education/ is offered in /evening classes/. The report lists /agencies/, /national organizations/ and /institutions/ involved in adult education and providing /financial support/, gives information on the education of /adult educators/ and points out that adult education is at present a /subject of study/ at universities. Efforts are made to improve /teaching methods/. The report expresses the need for /lifelong education/ and the integration of adult education into the school system so that /certification/ may be obtained by /credits/.

00073 SIRE/00053
Brazil. Ministério da educação e cultura. Réponse au
questionnaire sur l'éducation des adultes. Brasília, 1971 27 p.
FREN

Official report from /Brazil/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ which emphasize the eradication of /illiteracy/ and /manpower development/ - The high priority given to /literacy/ training of the 15-35 age group led in 1967 to the creation of MOBREAL. The report describes /adult education programmes/ of the Ministry of Education and other /agencies/ and /national organizations/, such as /literacy programmes/, /rural extension/, /community development/, /reading development/ and /commercial education/. Some of the programmes are provided through /educational radio/ and /educational television/. /Adult educators/ are school teachers who receive supplementary training.

00074 SIRE/00054
Canada. National Commission for Unesco. Adult education in Canada . Ottawa, 1971 24 p., 11 annexes ENGL FREN
Continued by 00075

Official report from /Canada/ for Unesco World Conference on /Adult Education/ describes adult education in relation to national /policies/ such as the eradication of /unemployment/, urban regeneration, the elimination of national regional disparities, the promotion of /bilingualism/ and the increase of industrial productivity - At present two major areas of adult education can be defined: popular /cultural activities/ based on self education in groups and /vocational training/ in /industry/ comprising also /retraining/ owing to technological advancement. Adult education is organized separately from the school system, but efforts for integration are increasing at higher education level, where credits for practical experiences are given for diploma purposes. The report provides information on /financial support/ and /technical assistance/. /Adult educators/ receive training at university level; another approach consists of calling upon administrators and professionals to train both themselves and their peers, each individual thus assuming the role of producer, teacher and student.

00075 SIRE/00054

Canada. National Commission for Unesco. Adult education in Canada . Ottawa, 1971 24 p., 11 annexes ENGL FREN

Continuation of 00074

Official report from /Canada/ for Unesco World Conference on /Adult Education/ describes two /adult education programmes/ - supported by the /central government/: promoting /manpower development/ by /basic training/ and /vocational education/, and promoting /bilingual education/ of civil servants. Another programme involves /national regional cooperation/ in provisions for /disadvantaged groups/. Some /provincial programmes/ aim at /rural development/ through /social change/ and /participation/. The model worked out in Montreal for /lifelong education/ is based on a student and environment centred education. Information is provided on /pilot projects/: the TEVEC, giving opportunity for /continuation education/ using /educational television/; and the /multimedia instruction/ project following the TEVEC experience and aimed at /individual development/. The report also describes /educational research/ on /instructional media/ and /teacher education/ of /adult educators/.

00076 SIRE/00069

El Salvador. Consejo nacional de planificación y coordinación económica. Departamento de programación y desarrollo de los sectores sociales. Respuesta al cuestionario sobre educación de adultos. San Salvador, 1971 19 p. SPAN

Official report from /El Salvador/ for Unesco World Conference on /Adult Education/ shows that hitherto adult education made little contribution to national /policies/ for development - In the current /national planning/ greater importance is attached to this area with priority for /literacy campaigns/, /community programmes/ and schemes for /rural development/. The report lists /agencies/ and /organizations/ concerned with adult education and states that resources come almost entirely from /central government aid/.

00077 SIRE/00070

Cuba. National Commission for Unesco. Respuesta al cuestionario sobre educación de adultos. La Habana, 1971 41 p. SPAN

Official report from /Cuba/ for Unesco World Conference on /Adult Education/ shows how national /policies/ lead to /educational aims/ for adult education - The /administrative organization/ is characterized by /national planning/ in which a National Council brings together the various /central educational agencies/ and /community agencies (public)/ concerned with adult education. The report describes /adult education programmes/ which in the 60's gave priority to /literacy campaigns/ and in the 70's are more directed to /vocational education/ and /general education/ parallel to that given by the formal school system. Increasing use is being made of /educational technology/. To provide sufficient /adult educators/ a wide range of /teacher education/ programmes has been started including the award of /degrees (titles)/ in adult education.

00078 SIRE/00071

Chile. Ministerio de educación. Jefatura de educación de adultos . Respuestas al cuestionario e informe sobre educación de adultos . Santiago, 1972 87 p. ENGL

Official report of /Chile/ to Unesco World Conference on /Adult Education/ describes national /policies/, related /educational goals/ and major importance attached to adult education - which is viewed as an integrated system of /lifelong education/ to ensure /participation/ of all citizens in /economic development/ and social and cultural progress. After analysing /educational theories/ and current /educational legislation/ the report lists /agencies/ and /organizations/ active in adult education and gives an outline of /adult education programmes/ in the areas of /general education/ and /vocational education/ with some details on those aimed at /rural development/. One section deals with the training of /adult educators/.

00079 SIRE/00072

Finland. National Commission for Unesco. Replies to questionnaire and reports on adult education. Helsinki, 1971 128 p. ENGL

Continued by 00080

Official report from /Finland/ to Unesco World Conference on /Adult Education/ outlines /educational aims/ emerging from the concept of /lifelong education/ and aspiring towards integration of adult education within the school system - The report gives a definition of adult education. The need for a new orientation of adult education and better /educational coordination/ has led to the appointment of the Committee on Adult Education. Training of /adult educators/ is undergoing a reform which is particularly needed for /vocational education teachers/. A detailed account of the position of the adult student explains the series of measures being taken to improve /financial support/. The report describes /technical assistance/ programmes and the inclusion of /international education/ in adult education programmes. /Bibliography/ p. 87-90.

00080 SIRE/00072

Finland. National Commission for Unesco. Replies to questionnaire and reports on adult education. Helsinki, 1971 128 p. ENGL

Continuation of 00079

Official report from /Finland/ to Unesco World Conference on /Adult Education/ - The report analyses past and future /educational development trends/ and examines /educational organization/. Traditionally adult education was directed towards general education, more recently the demand for /vocational education/ has increased. This sector also comprises /basic training/, /further training/, /retraining/ and /inservice courses/ which are provided by the private sector mainly in the form of /inplant programmes/, by /trade unions/ and by the government in view of /manpower needs/. Voluntary educational work embraces civic and /workers education/ institutes, /continuing education centres/, folk high schools, and /study centres/ mainly supported by private /organizations/. /Continuation education/, the third school road, is offered in /evening classes/.

00081 SIRE/00073

Baghdad. University College of Arts. Reply to questionnaire on adult education. Baghdad, 1971 7 p. ENGL

Official report from /Iraq/ to Unesco World Conference on /Adult Education/ states the eradication of illiteracy as major goal in connection with the general process of modernization - Educational legislation on /literacy/ is underway. The use of educational radio and television will be further developed. /Adult educators/ are trained mainly at the Institute for Training in Adult Education.

00082 SIRE/00074

Iran. National Commission for Unesco. Réponse au questionnaire et rapport sur l'éducation des adultes. Téhéran, 1972 6, 28 p.

FREN

Official report from /Iran/ to Unesco World Conference on /Adult Education/ in relation to national /policies/ mainly in the area of /rural development/ - 6 categories of /adult education programmes/ provided by /agencies/ and /organizations/ are described: general /literacy/ training carried out mainly in rural areas by the Army of Knowledge, /educational coordination/ being ensured by the National Committee for Literacy; the /functional literacy/ project set up with /multilateral aid/; the /rural extension/ programmes implemented by the Army of Development and embracing /cultural centres/ and /health education/ sponsored by the Army of Hygiene; /vocational education/ comprising /agricultural training/ as well as basic and further training and retraining of workers regulated by law; social and /political education/ aiming at national integration and including also /cultural activities/, /university extension/, /educational radio/ and television; religious and moral education. The need to strengthen adult education in the next Development Plan is expressed.

00083 SIRE/00075

Czechoslovakia. National Commission for Unesco. Reply to questionnaire on adult education. Prague, 1971 20, 9 p. ENGL

Official report from /Czechoslovakia/ to Unesco World Conference on /Adult Education/ in relation to social, political and cultural goals - The report describes /educational organization/ with /continuation education/ at secondary and university level, /vocational training/ and /inplant programmes/ provided by enterprises and factories for the purpose of vocational development, and /out of school education/ aiming at individual development. The report contains information on /educational radio/ programmes. There are full-time and part-time voluntary /adult educators/. Efforts are directed towards /teacher improvement/ mainly in rural areas. The report lists /agencies/ and /organizations/ involved in adult education.

00084 SIRE/00076
Sweden. National Commission for Unesco. Reply to questionnaire
and report on adult education. Stockholm, 1971 20, 29 p. ENGL
Continued by 00085

Official report from /Sweden/ for Unesco World Conference on
/Adult Education/ describes its relation-ship to /educational
goals/, mainly the achievement of /equal education/ - The report
outlines the education gap between generations which constitutes
the main motive for /educational development/ of adult education
parallel to the educational reform of formal education. Data are
given on /central government aid/, /financial support/ and
/technical assistance/. Adult Education Councils ensure
/educational coordination/. /Multimedia instruction/ has been
developed and extensive use is made of /educational radio/ and
/educational television/ mainly for /migrant education/ and
/modern language instruction/. Special courses are provided for
/adult educators/ especially those intending to teach at folk
high schools.

00085 SIRE/00076
Sweden. National Commission for Unesco. Reply to questionnaire
and report on adult education. Stockholm, 1971 20, 29 p. ENGL
Continuation of 00084

Official report from /Sweden/ for Unesco World Conference on
/Adult Education/ describing /educational organization/ - To
avoid /unemployment/, /central educational agencies/ provide
courses for /retraining/ and /further training/ in accordance
with /manpower needs/. /Vocational training/ and /in-service
courses/ are organized by /industry/ which provides also /work
experience programmes/. The /local education authorities/
sponsor /continuation education/ at upper secondary level,
mainly in /evening classes/ directed towards /secondary school
certificates/. A /school role/ arises from the common use of
school buildings, textbooks and the recruitment of school
teachers. Closely connected to the popular movements were the
activities of the educational /organizations/, mainly the
/Workers Education/ Association, which organize now /study
centres/ and the parallelly developed mostly residential
/continuing education centres/ (folk high schools).
/Occupational information/ is provided by /employers/
organizations and /trade unions/. Information is given on
/correspondence schools/.

00086 SIRE/00077

Thailand. Ministry of Education. Department of Elementary and Adult Education. Adult Education Division. Reply to questionnaire on adult education. Bangkok, 1971 12, x p. ENGL

Official report from /Thailand/ for Unesco World Conference on /Adult Education/ outlines the national goals to be achieved mainly through /functional literacy/ programmes - The report gives information on /adult education programmes/ and lists the sponsoring /agencies/. Financing is provided by /central government aid/. Main efforts are directed towards /literacy/, /basic training/ and training of /rural youth/. Attempts are made to adapt vocational curriculum to local needs. Secondary school curriculum has been broken down into units in order to enable the adult to concentrate on one subject at a time, the completion of all subjects leading to the attainment of /secondary school certificates/. In order to prevent school leavers from falling back into illiteracy, /reading development/ centres are planned which will provide /newspapers/ to the villagers.

00087 SIRE/00078

Greece. Ministry of National Education. Adult Education Section. Reply to questionnaire on adult education. Athens, 1971 10 p. ENGL

Official report from /Greece/ for Unesco World Conference on /Adult Education/. Adult education in Greece is still in a stage of development - The report lists /agencies/ and cultural /organizations/ sponsoring /adult education programmes/ and gives data on /central government aid/. A certain /school role/ arises from the common administration of adult education and formal education, the use of primary school buildings as /continuing education centres/ and the recruitment of school teachers as /adult educators/.

00088 SIRE/00079

Haiti. Département de l'éducation nationale. Office national d'alphabétisation et d'action communautaire. Réponse au questionnaire sur l'éducation des adultes. Port-au-Prince, 1971 5 p. FREN

Official report from /Haiti/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ such as the improvement of living conditions and the increase of productivity - It lists /agencies/ involved in adult education and in the training of /adult educators/.

00089 SIRE/00080

Indonesia. National Commission for Unesco. Reply to questionnaire on adult education. Jakarta, 1971 7, 11 p. ENGL

Official report from /Indonesia/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ - All adult education programmes are linked to /community development/.

00090 SIRE/00081

Switzerland. National Commission for Unesco. Réponse au questionnaire et rapport sur l'éducation des adultes. Berne, 1971 5, 11, 8 p. FREN

Official report from /Switzerland/ for Unesco World Conference on /Adult Education/ - describes efforts in strengthening the /government role/ in adult education, the latter until now mainly a /private education/ provided by /national organizations/ grouped in the Swiss Federation of Adult Education. A detailed account is given of /technical assistance/ programmes for /developing countries/ in this field.

00091 SIRE/00082

Tunisia. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Tunis, 1971 39 p. FREN

Official report from /Tunisia/ for Unesco World Conference on /Adult Education/ outlines efforts to eradicate /illiteracy/ - through a /functional literacy/ approach. Extensive use is made of /educational television/. The report lists /agencies/ involved in adult education, gives data on /central government aid/ and provides information on the training of /adult educators/ and /adult education programmes/ mainly in the field of /vocational education/ and /further training/.

00092 SIRE/00083

Jamaica. National Commission for Unesco. Reply to questionnaire on adult education. Kingston, 1971 11, xxiv p. ENGL

Official report from /Jamaica/ for Unesco World Conference on /Adult Education/ in relation to national /policies/ for social and economic development - To eradicate /illiteracy/ it is planned to extend the use of /educational radio/. The report contains descriptions of programmes in /functional literacy/, in education of members of /cooperatives/, /youth programmes/ and the Citizens College which provides /prevocational education/; lists /agencies/ and /organizations/ involved in adult education and gives data on financial support, mainly /central government aid/.

00093 SIRE/00084

Mexico. National Commission for Unesco. Respuesta al cuestionario sobre educación de adultos. México D.F., 1971 10 p. SPAN

Official report from /Mexico/ for Unesco World Conference on /Adult Education/ outlines national /policies/ such as agrarian reform, industrialization and national integration - Adult education centres providing /primary education/ adapted to the needs of adults have been created. The report lists /agencies/ and /institutions/ active in the field of adult education and /literacy/ work.

00094

SIRE/00085

New Zealand. Committee on Life-Long Education. Report on adult education. Wellington, 1971 39 p. ENGL

Official report from /New Zealand/ for Unesco World Conference on /Adult Education/ defines and analyses the concept of /lifelong education/ and its significance for /individual development/ - from early childhood through to secondary education, involving /parent participation/ and /parent teacher cooperation/. The report examines /individual needs/ in the area of /vocational development/ and /vocational guidance/ and stresses the need, owing to change, for /further training/. It outlines the territorial coverage of /adult education programmes/ such as /university extension/, which to a large extent is organized jointly with /workers education/ associations, and /continuation education/ at secondary level provided in evening classes and correspondence schools and including also /vocational education/. An account of changes in adult education curriculum is given and /educational problems/ are delineated.

00095

SIRE/00086

France. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Paris, 1971 p. 1-60 FREN

Continued by 00096

Official report from /France/ to Unesco World Conference on /Adult Education/ describes /lifelong education/ in the field of /vocational education/ - It outlines the institutional development of adult education at the regional and national level which led to the Convention on Vocational Education regulating the /government role/ in relation to the public and private sector. /National interagency coordination/ and regional coordination are presented by /diagrams/ and data are given on /central government aid/. The report describes /adult education programmes/ for /further training/, /agricultural training/ and /vocational development/ organized by the various /agencies/ which also provide /inservice courses/ for /government employees/. /Statistical tables/ show /enrolment/ in these programmes. The Ministry of Foreign Affairs grants /bilateral aid/ in form of fellowships. The Institut national pour la formation des adultes provides /teacher education/ for /adult educators/ at higher education level, carries out research and gathers information on the public and private /continuing education centres/.

00096

SIRE/00086

France. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Paris, 1971 p. 81-127 FREN

Continuation of 00095

Official report from /France/ to Unesco World Conference on /Adult Education/, part 3 analyses the problem of /equal education/ - The report dwells on national regional disparities (maps showing /school distribution/ are included), social differences in /occupational mobility/, /female/ access to education/, disparities in available training for workers and managerial staff, and preponderance of certain /subjects of study/ in adult education provision.

00097 SIRE/00087

Aontas. Submission of Aontas to the National Survey Committee on Adult Education. Dublin, 1971 9 p. ENGL

Official report from /Ireland/ to Unesco World Conference on /Adult Education/ - reflects on the /commission report/ of the Advisory Committee on Adult Education mainly in respect to /educational organization/, /educational coordination/ recommended to be carried out by Aontas, the National Association of Adult Education, the role of voluntary /organizations/, the improvement of /adult educators/ status by providing training and /inservice teacher education/ at university level.

00098 SIRE/00088

Uruguay. Consejo nacional de enseñanza primaria. Respuesta al cuestionario sobre educación de adultos. Montevideo, 1971 3 p. SPAN

Official report from /Uruguay/ for Unesco World Conference on /Adult Education/ - notes an increase in adult educational provision, describes organization mainly at the primary level and lists /agencies/ involved.

00099 SIRE/00089

Belgium. Ministère de l'éducation nationale et de la culture. Réponse au questionnaire sur l'éducation des adultes. Bruxelles, 1971 15, xxiv, 7 p. FREN

Official report from /Belgium/ to Unesco World Conference on /Adult Education/ records the development of /vocational education/ and /technical education/ - by the provision of short and accelerated courses called the Social Promotion Courses, the structure of which is shown in /diagrams/; data on /enrolment/ for 1966-67 are given in detailed /statistical tables/. The report describes also /teacher improvement/ mainly in the field of /modern mathematics/ and information science and gives information on /correspondence courses/. A national centre for /audiovisual instruction/ has been created.

00100 SIRE/00090

Israel. National Commission for Unesco. Reply to questionnaire and report on adult education. Jerusalem, 1971 7, 4, 4 p. ENGL

Official report from /Israel/ to Unesco World Conference on /Adult Education/ describes its role in /policies/ for /national integration/ of /immigrants/ - An Advisory Council on Adult Education has been appointed to support a more theoretical approach to adult education. The annex records the different aspects of /literacy/ work.

00101 SIRE/00091

Romania. National Commission for Unesco. Réponse au questionnaire sur l'éducation des adultes. Bucarest, 1972 10 p. FREN

Official report from /Romania/ to Unesco World Conference on /Adult Education/ describes it in relation to national goals and /policies/ - and provides information on /agencies/ and /organizations/ involved in adult education.

00102 SIRE/0092

USA. National Commission for Unesco. Reply to questionnaire on adult education. Washington, D.C., 1971 43 p. ENGL

Continued by 00103

Official report from /USA/ to Unesco World Conference on /Adult Education/ stresses the importance of /lifelong education/ in a society undergoing change - and the necessity for /educational opportunities/ and /individual development/ of the disadvantaged. To enable adult education to have a greater impact on social issues and to improve coordination of activities the establishment of a national centre for lifelong learning supported by federal and private funds has been proposed. The report lists /agencies/ and /organizations/ involved in adult education and gives information on /central government aid/ and /financial support/ from local and private sources. /Technical assistance/ is mainly directed towards nonformal education programmes.

00103 SIRE/00092

USA. National Commission for Unesco. Reply to questionnaire on adult education. Washington, D.C., 1971 43 p. ENGL

Continuation of 00102

Official report from /USA/ to Unesco World Conference on /Adult Education/ - An important development is seen in the potential cable /television/ which would allow /study centres/ to be transformed into home learning centres. The shortage of /adult educators/ has led to the utilization of /nonprofessional personnel/ for certain programmes and the possibility of transferring the surplus of primary and secondary school teachers into adult education. USOE has also conducted a regional adult /educational personnel/ development programme aiming at better coordination and planning of resources.

00104 SIRE/00093

Denmark. National Commission for Unesco., Denmark. Department for Adult and Youth Education. National report on adult education in Denmark: situation and problems. Copenhagen, 1972 115 p. ENGL

Continued by 00105 and 00106

Official report from /Denmark/ to Unesco World Conference on /Adult Education/. The concept of /lifelong education/ emerging from /social change/ and /occupational change/ has influenced national /policies/ - The need for better social planning led to a government investigation resulting in the publication "Perspective Planning 1970-1985" which also sets forth /educational goals/. /Educational policies/ aim at an integrated educational system; /diagrams/ show the future /educational organization/ of adult education. The report defines adult education and describes its different forms and such aims as /individual development/, /leisure/ time education and /vocational education/. Because of social differences and attitudes, participation in adult education is still restricted to the middle class and /equal education/ is not yet achieved. There is a demand for information and guidance services and a better educational coordination.

00105 SIRE/00093

Denmark. National Commission for Unesco, Denmark. Department for Adult and Youth Education. National report on adult education in Denmark: situation and problems. Copenhagen, 1972 115 p. ENGL

Continuation of 00104 and continued by 00106

Official report from /Denmark/ to Unesco World Conference on /Adult Education/ describes /adult education programmes/ - The largest group is provided by voluntary adult education, regulated by the /Leisure/ Time Education Act 1968 and the Act 1970 on /continuing education centres/, folk high schools, /home economics education/ and /continuation education/ schools and /agricultural colleges/, many of which are /boarding schools/. Other programmes sponsored by the different /agencies/ concern /vocational training/ for semiskilled and /further training/ for skilled workers and /retraining/; /array education/; /inservice education/ for government employees, engineers and dentists and /teacher improvement/. Information on /financial support/ is provided. Combined /educational radio/ and /educational television/ programmes supported by reading materials and correspondence courses have been developed.

00106 SIRE/00093

Denmark. National Commission for Unesco, Denmark. Department for Adult and Youth Education. National report on adult education in Denmark: situation and problems. Copenhagen, 1972 115 p. ENGL

Continuation of 00104 and 00105

Official report from /Denmark/ to Unesco World Conference on /Adult Education/ and the /democratization of education/ - Efforts are directed towards expansion of adult education and the provision of such facilities as /cultural centres/, the development of /public libraries/ and the creation of alternatives to the traditional /youth clubs/. An important role is played by the /community agencies (public)/. /Educational facilities/ and /instructional materials/ have been developed, the latter through /instructional materials centres/. The contributions of /university extension/ to adult education are to be noted. New approaches to the realization of /lifelong education/ are offered by /educational technology/ and the changing role of the /adult educator/ has implications on /teacher education/.

00107 SIRE/00094

Peru. Ministerio de educación. Respuesta al cuestionario sobre educación de adultos. Lima, 1971 63, viii, xiii p. SPAN

Official report from /Peru/ to Unesco World Conference on /Adult Education/ describes adult education in relation to national development /policies/ aiming mainly at /literacy/ and /basic training/ - /Educational aims/ are stated in the Plan sectorial de educación 1971-1975. The report enumerates /adult education programmes/ of different /agencies/ particularly for /community development/ and /rural development/. The priority given to adult education by the Government can be seen in the creation of directorates for basic and /vocational training/, educational extension, lifelong education and the Institute for Educational Television. The report gives information on /central government aid/ and contains /statistical tables/ showing the decrease of /illiteracy/ during the years 1949-60. The appendix describes the importance of /safety education/ in a country in danger of earthquakes.

00108 SIRE/00095

UNESCO. International Conference on Adult Education, 3rd, Tokyo, 1972. Final report. Paris, 1972 101 p. ENGL FREN SPAN

/Conference report/ of Third International Conference on /Adult Education/ convened by /UNESCO/ - records discussions and presents 31 recommendations which bear on main lines of national /educational policies/. These stress the need for integrating /school systems/ with adult education in a system providing for /lifelong education/ and the importance of increased /educational provision/ for /disadvantaged groups/ of youth and adults if the goal of /democratization of education/ is to be achieved. The /college role/ in training /adult educators/ and providing /extension education/ is emphasized. Several recommendations call for greater /international cooperation/ in this area, with reference particularly to /literacy campaigns/, research, training and exchange of experience between /information centres/.

00109 SIRE/00096

UNESCO. International Conference on Adult Education, 3rd, Tokyo, 1972. A retrospective international survey of adult education (Montreal 1960 to Tokyo 1972). Paris, 1972 135 p.

DOCUMENT NO: UNESCO/CONFEDAE/4 ENGL FREN SPAN

This working paper for /UNESCO's Third International Conference on /Adult Education/ surveys /educational policy trends/ and /educational development trends/ over a 12 year period - Based on national replies to /questionnaires/ sent out by the Secretariat, the paper traces the emergence of the concept of /lifelong education/ and official measures taken to improve /educational organization/ in a field where /educational coordination/ is indispensable. /Financial support/ for adult education is generally inadequate. Various measures are reported for training a sufficient number of /adult educators/. An analysis of needs shows the growth of /participation/ but insufficient attention to /disadvantaged groups/. The survey of institutions, /adult education programmes/, methods and research draws attention particularly to /educational innovations/ in these areas.

00110 SIRE/00097

UNESCO. International Conference on Adult Education, 3rd, Tokyo, 1972. Adult education in the context of lifelong education. Paris, 1972 34 p. DOCUMENT NO: UNESCO/CONFEDAE/5 ENGL FREN SPAN

This working paper for /UNESCO's Third International Conference on /Adult Education/ deals with the main /educational policies/ emerging in the past decade - While the concepts of /lifelong education/ and /functional literacy/ have been developed in this period, the application has often fallen short of expectations. The paper then traces prospectively desirable future action in /educational planning/, the training of /adult educators/ and the content and /educational methods/ of /adult education programmes/.

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MALAGASY R	00019				
MALI	00021				
MALTA	00054				
MANAGEMENT EDUCATION	00038				
MANPOWER DEVELOPMENT	00026	00064	00065	00073	00075
MANPOWER NEEDS	00037	00045	00061	00080	00085
MASS INSTRUCTION	00004	00069			
MASS MEDIA	00044				
MAURITANIA	00020				
MEDIA RESEARCH	00055				
MEXICO	00093				
MIGRANT EDUCATION	00071	00084			
MINISTRY OF EDUCATION	00036	00037			
MOBILITY	00072				
MODERN LANGUAGE INSTRUCTION	00016	00046	00084		
MODERN MATHEMATICS	00099				
MULTILATERAL AID	00026	00082			
MULTILINGUALISM	00008				
MULTIMEDIA INSTRUCTION	00009	00038	00075	00084	
MUSIC APPRECIATION	00016				
NATIONAL INTEGRATION	00045	00100			
NATIONAL INTERAGENCY	00003	00037	00044	00051	00071
COORDINATION	00095				
NATIONAL LANGUAGE	00045	00059	00063		
NATIONAL ORGANIZATIONS	00001	00002	00006	00007	00008
	00009	00010	00014	00016	00017
	00025	00040	00043	00046	00049
	00051	00052	00054	00055	00063
	00072	00073	00090		
	00035	00076	00077		
NATIONAL PLANNING	00018	00075			
NATIONAL REGIONAL COOPERATION	00002				
NATIONAL REGIONAL DISPARITIES	00047				
NATIONAL REGIONAL PROGRAMMES	00057				
NEPAL	00024				
NETHERLANDS	00001				
NEW LITERATES	00094				
NEW ZEALAND	00086				
NEWSPAPERS	00058				
NICARAGUA					

NIGER	00056				
NIGERIA	00065				
NONPROFESSIONAL PERSONNEL	00103				
NORWAY	00037	00038			
OCCUPATIONAL CHANGE	00104				
OCCUPATIONAL INFORMATION	00085				
OCCUPATIONAL MOBILITY	00096				
OPEN COLLEGES	00041				
OPTIONAL COURSES	00071				
ORGANIZATIONS	00003	00005	00023	00028	00035
	00037	00044	00064	00070	00071
	00076	00078	00080	00082	00083
	00085	00087	00092	00097	00101
	00102				
OUT OF SCHOOL EDUCATION	00005	00055	00083		
PANAMA	00036				
PARAGUAY	00033				
PARENT EDUCATION	00016	00072			
PARENT PARTICIPATION	00094				
PARENT TEACHER COOPERATION	00094				
PARTICIPATION	00075	00078	00109		
PERSONNEL DATA	00006				
PERU	00107				
PHILIPPINES	00049				
PHONICS	00067				
PILOT PROJECTS	00051	00059	00075		
POLAND	00046				
POLITICAL EDUCATION	00016	00082			
POLITICAL ISSUES	00044				
POLITICAL SOCIALIZATION	00005	00016	00072		
POPULATION DISTRIBUTION	00006				
POPULATION PROBLEMS	00035				
POPULATION TRENDS	00030	00051			
PREVOCATIONAL EDUCATION	00092				
PRIMARY EDUCATION	00030	00031	00032	00036	00093
PRINCIPALS	00071				
PRIVATE EDUCATION	00090				
PRIVATE FINANCIAL SUPPORT	00005	00008	00070		
PROGRAMME COORDINATION	00008	00014			
PROVINCIAL DEPARTMENTS OF	00009	00071			
EDUCATION					
PROVINCIAL PROGRAMMES	00075				
PUBLIC LIBRARIES	00106				
PUBLIC SUPPORT	00003				
QATAR	00039				
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RACIAL INTEGRATION	00007				
RADIO	00044				
READING DEVELOPMENT	00073	00086			
READING MATERIALS	00004	00065			
RECREATIONAL ACTIVITIES	00005				
REFRESHER COURSES	00046	00055			
REGIONAL PROGRAMMES	00035				
RELEASED TIME	00015	00027	00046	00055	00061
	00062				
RELIGIOUS INSTITUTION ROLE	00044	00068			
RELIGIOUS INSTITUTIONS	00047				
RETRAINING	00037	00072	00074	00080	00085

RETRAINING	00105				
<CONT.>					
ROMANIA	00101				
RURAL AREAS	00004	00009			
RURAL DEVELOPMENT	00010	00018	00019	00029	00031
	00033	00035	00045	00047	00056
	00059	00075	00076	00078	00082
	00107				
RURAL EDUCATION	00045	00051			
RURAL EXTENSION	00001	00018	00026	00051	00052
	00073	00082			
RURAL POPULATION	00002				
RURAL YOUTH	00086				
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SALARIES	00051				
SAUDI ARABIA	00048				
SCHOOL COMMUNITY COOPERATION	00041				
SCHOOL DISTRIBUTION	00096				
SCHOOL ROLE	00002	00005	00009	00013	00015
	00017	00038	00039	00054	00055
	00058	00085	00087		
	00108				
SCHOOL SYSTEMS	00027	00049	00055	00062	00064
SECONDARY EDUCATION	00085	00086			
SECONDARY SCHOOL CERTIFICATES	00002	00007			
SHORT COURSES	00008				
SINGAPORE	00046				
SKILL DEVELOPMENT	00007				
SKILLED WORKERS	00005				
SKILLS	00005				
SOCIAL ADJUSTMENT	00005	00024	00075	00104	
SOCIAL CHANGE	00009				
SOCIAL INTEGRATION	00009				
SOCIAL POLICIES	00002				
SOCIAL SERVICES	00034				
SPAIN	00059				
SRI LANKA	00003	00006	00010	00025	00028
STATISTICAL TABLES	00051	00053	00095	00099	00107
	00080	00085	00103		
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STUDY LEAVE	00072				
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SUBJECTS OF STUDY	00053				
SUDAN	00084	00085			
SWEDEN	00090				
SWITZERLAND	00033	00036	00057	00075	00077
TEACHER EDUCATION	00095	00106			
	00050				
TEACHER EDUCATION CURRICULUM	00027	00062	00083	00099	00105
TEACHER IMPROVEMENT	00007	00044	00050	00058	
TEACHER SHORTAGE	00002				
TEACHER STATUS	00067				
TEACHING METHOD	00072				
TEACHING METHODS	00006	00046	00074	00079	00084
TECHNICAL ASSISTANCE	00090	00102			
	00046	00099			
TECHNICAL EDUCATION	00103				
TELEVISION	00086				
THAILAND	00047				
TOGO	00016	00037	00080	00085	
TRADE UNIONS					

TRINIDAD AND TOBAGO	00023				
TUNISIA	00091				
TURKEY	00025				
UK	00041	00042			
UKRAINIAN SSR	00027				
UNEMPLOYMENT	00074	00085			
UNESCO	00028	00108	00109	00110	
UNICEF	00026				
UNIVERSITY EXTENSION	00038	00042	00053	00055	00059
	00063	00065	00067	00071	00082
	00094	00106			
UNSKILLED WORKERS	00004				
UPPER SECONDARY SCHOOLS	00005				
UPPER VOLTA	00051				
URB/ R AREAS	00004				
URBAN EXTENSION	00041				
URUGUAY	00098				
USA	00102	00103			
USSR	00055				
VACATION COURSES	00070				
VENEZUELA	00035				
VIDEO TAPE RECORDINGS	00038				
VIETNAM R	00043				
VOCATIONAL DEVELOPMENT	00001	00005	00008	00015	00022
	00038	00094	00095		
VOCATIONAL EDUCATION	00008	00029	00030	00032	00033
	00035	00045	00052	00054	00062
	00064	00072	00075	00077	00078
	00080	00082	00091	00094	00095
	00099	00104			
VOCATIONAL EDUCATION TEACHERS	00079				
VOCATIONAL GUIDANCE	00094				
VOCATIONAL SCHOOLS	00046				
VOCATIONAL TRAINING	00012	00050	00074	00083	00085
	00105	00107			
VOCATIONAL TRAINING CENTRES	00044				
VOLUNTEERS	00001	00051	00067	00070	
WEST INDIES ASSOCIATED STATES	00069				
WOMENS EDUCATION	00051	00052	00065		
WORK EXPERIENCE PROGRAMMES	00085				
WORKERS	00012				
WORKERS EDUCATION	00041	00042	00059	00080	00085
	00094				
	00044				
YOUTH	00026	00106			
YOUTH CLUBS	00092				
YOUTH PROGRAMMES	00059				
YOUTH UNEMPLOYMENT	00040				
ZAIRE					